**This rubric must be turned in with your narrative!**

Writing and Composition: Students can write with a clear focus, coherent organization, sufficient elaboration, and detail. Students can also apply standard English conventions to effectively communicate with written language.

Your narrative will be evaluated using the following rubric:

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| Rubric Category | Exceeds Standards | Meets Standards | Approaching Standards | Below Standards |
| Write narratives to develop real experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS: W.11-12.3). | Problem, situation, or observation is clearly established in an engaging and sophisticated manner with a unique perspective.  There is an exactness to details that helps the writer paint memorable pictures in the reader’s mind. | Problem, situation, or observation is clearly established and sustained throughout the narrative. | Problem, situation, or observation is lacking or hard to find; the writer struggles with establishing a point of view; the reader is unsure of who the narrator is or where the characters fit into the narrative. | No narrative focus; scenes are strung together. Multiple undeveloped or surface development of one character. Multiple undeveloped or surface attempts to explain one problem/situation. |
| Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). (CCSS: W.11-12.3c)  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.11-12.4) | Nearly flawless transition between ideas/sections so that the reader is hooked throughout the narrative.  Sentences vary in beginnings, length, and structure. Sentences sound smooth and rhythmic when read aloud; they invite expressive reading.  Narrative structure is clear. The sequence of episodes moves logically through time without noticeable gaps. Coherence and cohesion are demonstrated through appropriate use of devices (transitions, pronouns, causal linkage, etc.). | A smooth progression of experiences or events is created.  Sentences vary in beginnings, length, and structure. Most sentences sound smooth and rhythmic when read aloud.  Narrative structure is evident. The sequence of events moves logically through time with few gaps from beginning to middle to end. | The progression of experiences or events is awkward.  Sentences offer some variety in beginnings, length, and structure. They follow a predictable pattern and rhythm when read aloud.  The writer struggles with using a variety of techniques to sequence events.  Structure is attempted, but the reader may still have to infer (may be a random presentation of ideas). May have a major lapse or inappropriate transitions that disrupt progression of events. | Progression of ideas is choppy, lacking focus, and does not have a clear beginning, middle, and end.  Sentences are mostly choppy; simple sentences are overused; there is little to no variety in beginnings, length, and structure. |
| Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. (CCSS: W.11-12.3d) | Precise, vivid, natural language creates a clear and complete picture in the reader’s mind. Powerful verbs, precise nouns, appropriate adjectives, and phrases enhance meaning. Original phrasing and memorable language prompt reflective thoughts and insights. Dialogue, if used, sounds natural. Use of literary devices/figurative language is unique and creative. | Correct, adequate word choice creates a clear picture in the reader’s mind; lively verbs, specific nouns, and appropriate adjectives and phrases add to the meaning; colorful language and unusual phrasing encourage reflection; and dialogue, if used, sounds appropriate. Use of literary devices/figurative language (simile, metaphor, hyperbole, alliteration, personification, onomatopoeia, etc.) engages the audience but might be standard and predictable. | Ordinary word choice attempts to create a picture in the reader’s mind. Verbs, nouns, adjectives, and phrases are adequate. Language choice and phrasing lack inspiration. Dialogue, if used, sounds forced. Use of literary devices/figurative language is ineffective. | Words are boring, “blah,” overused, or simple. Passive voice is used; there are many “to be” verbs. |
| Demonstrate command of the conventions of standard English grammar and usage when writing. (CCSS: L.11-12.1)  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.11-12.2) | There are no errors in grammar, mechanics or spelling.  Use of grammar enhances the flow of the piece. | Minimal errors in grammar, mechanics or spelling do not detract from the work. | Errors in grammar, mechanics or spelling detract from the work | There are “no excuse” errors **such as** misspelling their/they’re/there, you’re/your (or other common homophones), misuse of then/than, placing a period or a comma outside of quotations, or a variety of other offenses. |
| Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (CCSS: W.11-12.6)  Use a style guide to follow the conventions of Modern Language Association. (MLA) | The finished appearance is of superior quality, is formatted according to MLA conventions if required, and includes well-placed graphics or thoughtful use of fonts.  The narrative is posted to the blog. | Presentation/formatting of the narrative is standard and predictable and follows MLA conventions if required.  The narrative is posted to the blog. | Presentation/formatting confuses the message and does not follow MLA conventions if required. The narrative lacks a finished, polished appearance.  The narrative is posted to the blog. | MLA elements, if required, are missing.  The narrative is turned in but is not posted to the blog. |

Comments: